

Exploring Opportunities and Challenges in Incorporating Socio-cultural Issues into ELT in a vocational high school in Salatiga

Rintan Ariyanti

Abstract

The practicality of critical pedagogy (CP) in ELT is not much addressed in Indonesia. In order to fill in this gap, the study attempted to explore opportunities and challenges in incorporating socio-cultural issues, which are major issues in CP, into the ELT context in one vocational high school in Salatiga. Three teachers from the school participated in the current study. They responded to a questionnaire and interview questions individually. My observation of a textbook for Year 11 used by the teachers was triangulated in an interview with one of the three teachers. The teachers are not actually familiar with CP, but based on Akbari's (2008) theoretical framework of CP in ELT, some aspects of CP have actually been part of their teaching practices. For example, teacher inserted the issue of ASEAN Economic Community in order to include real-life concerns that might impact on students' lives. Another theme includes L1 use by both teacher and student to motivate the student to take part in group discussion and have a better understanding of the material that teacher delivers to them. Furthermore, a teacher asks the student to differentiate their own culture with other culture that it might make the student understand how they should behave based on their culture. Besides that one teacher also discusses an issue of bullying that is covered in student textbook in order to raise student awareness of how marginalized group feels. The result of this study also shows that it is challenging for the teacher to insert socio-cultural issue in their teaching since there is the government regulation that must be followed.

Keywords: *CP, ELT, Socio cultural issues.*